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the standpoint of modern biology, psychology, and sociology. These sciences have slowly, but surely, compelled a new formulation of educational theory, and what has been especially needed for some time is just such a work as Dr. Bagley has written. We have an abundance of special discussions of particular phases of education, and it is, of course, through these studies that progress must be made. But if we are to keep the proper prospective of the field, we must have now and then a new unification of accumulated material. Such a need is felt especially by young teachers who are just beginning their professional studies, and it is to them that the author has addressed himself. Education is defined by Dr. Bagley "as the process by means of which the individual acquires experiences that will function in rendering more efficient future action." The function of the school is to control in a measure the experiences of the child during the plastic period of infancy. The principle underlying the selection of experiences by the school will be determined by the general aim of education, and this, according to the author, is social efficiency. Unless the school fits its pupils for their immediate future, it cannot justify its existence. This brief statement of the author's point of view, with the title of the parts into which he has divided his discussion, will give perhaps a more definite idea of the character of the work. In Parts II, III, and IV there is a psychological discussion of the following subjects: the acquisition of experience, the functioning of experience, the organization and recalling of experience. In Part V there is a very suggestive discussion of values, and in Part VI a somewhat detailed treatment of the technique of teaching. It will be understood, of course, that in a work covering such a broad field as this there is no time for an exhaustive discussion of controverted questions. The author has not been tempted away from his main purpose to the exploitation of any pet theory, but is at all times conservative. Where his reasoning is founded upon a scientific basis, he has kept well within the facts that are generally accepted by reputable scientists. It will be generally agreed that Dr. Bagley has given us here a sound and scholarly statement of educational theory.

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First Year in Algebra. By FREDERICK H. SOMERVILLE. New York: American Book Co., 1905. Pp. 208.

The aim of this book is to provide an introductory course as a foundation to elementary algebra, and it covers the ground usually covered in such a book. It is intended either for the grammar or for the high school, but seems intended mainly for the former. The chapter on "Substitution" is of especial merit in its application to formulæ used in the higher grades of work. The author defers consideration of the equation until chap. 6. This seems unfortunate, for it overlooks the motive which should, in the nature of the case, be brought to the attention of the pupil. That is to say, the pupil faces the study of algebra in a sane, practical way when he comes to realize that it is a more powerful instrument than arithmetic for the solution of problems, and when he feels the need of such an instrument.

The early introduction of the equation would also impress on the pupil at the beginning that the symbol is a general number, and not, as the author supposes, and apparently tries to impress upon the pupil, an abbreviation for something concrete. In case the pupil has laid the right foundation in arithmetic, he will readily grasp the thought that $7A + 5A + 3A = 15A$, just as he has known that $7\ 3's + 5\ 3's + 3\ 3's = 15\ 3's$.

The author constantly endeavors to make a close correlation between algebra and arithmetic, not only in the order of the presentation of the subject, but also in the method of treatment. Thus, the algebraic symbols are constantly referred to as quantities, and the sum of $7A$, $5A$, and $3A$ as $15A$ is explained by the sum of 7 apples, 5 apples, and 3 apples. This presents a false notion at the outset, and distinctly lowers the mental quality of the pupil's attitude toward the subject. Moreover, this constant relation of the subject to arithmetic causes the pupil to derive his algebraic images from arithmetic instead of from previous work in algebra.

By referring to the symbols of numbers as quantities the author introduces confusion into the solution of problems. For instance, in one model solution x equals the present age of the sister, and in another x equals the number of yards in each lot. In the first instance x equals a quantity, and in the second x equals a number. The result of this is to encourage slovenly thinking on the part of the pupils in their solution of problems.

In conclusion, it may be stated that, while the problems are well chosen and graded, the author has not been fortunate in the method of the introduction and development of algebraic principles.

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American History in Literature. Compiled by MARTHA A. L. LANE AND MABEL HILL. Boston. Ginn & Co., 1905. Pp. x + 178.

Outline of United States History. By MAUD ELMA KINGSLEY. Boston: The Palmer Co., 1906. Pp. 48.

The first of these two books attempts to provide in compact form widely scattered specimens of literature which illustrate American history. It is for children of ten and twelve years of age, and a second book for the higher grades is promised. There are eight chapters, containing sixty-three extracts, which treat of such topics as "Columbus," "The Pilgrim Fathers," "The Acadians," "Washington's Inaugural Journey," "Old Ironsides," "Daniel Webster," "The Blue and the Gray," and "Liquid Air." This is an useful and interesting book, and should be in the hands of all teachers who have pupils of this age. Care must be taken, however, to see that a wrong impression is not left in the minds of pupils. The danger of pupils of this age is the tendency they have to accept as historical fact whatever is seen in print. Some of the selections are so imaginative that they had better have been omitted.

The second book is a syllabus and interpretation of our history. In each important period, or division of the subject, the principal events that should be studied are mentioned; then there are notes on the character of the period, and finally topics for written work. Plans for treating campaigns, and tables with summaries of certain topics, are given. The book seems to be intended for the use of teachers and pupils in the grammar grades, and ought to prove useful for the purposes intended.

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Civics, Studies in American Citizenship. By WALDO H. SHERMAN. New York: The Macmillan Co., 1905. Pp. viii + 328. \$0.90.

The aim of the author of this book, "to teach and inspire civic patriotism" by bringing students "face to face with citizenship problems," is a worthy one. However,